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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in May; poems; a flannelboard story; word puzzles and other puzzles; art activities; language arts activities; mathematics activities; activities related to trains and railroads; and instructions for several hopscotch games. Many of the activities have a theme related to the month of May or to Wisconsin (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

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PS 013655

May 1982

DATE	EVENT	ACTIVITIES PAGE(S)
State of the month - WISCONSIN CHOICE Unit - THE RAILROAD		1, 8-11 3, 28, 36-46
1	MAY DAY	19
2-8	Be Kind to Animals Week	
5	CINCO DE MAYO: Mexico	
	BOY'S DAY: Japan	
	First space flight by an American Astronaut (1961)	
6	Birthday of the 1st U.S. POSTAGE STAMP (1840)	
7	FINE ARTS FESTIVAL: Lakeside School	
9	MOTHER'S DAY	2, 22-25
	Completion of the 1st TRANSCONTINENTAL RAILROAD in America (1869)	3, 28, 36-46
12	FLORENCE NIGHTENGALE - birthday	
15	Teachers' Day - DIA DE LAS MAESTRAS: Mexico	
	ARMED FORCES DAY	
18	Anniversary of the MOUNT ST. HELEN'S volcanic eruption (1980)	See May, 1981 issue, pages 30-31
20	DOLLY MADISON - birthday (1768)	
29	JOHN F. KENNEDY - birthday (1917)	
	WISCONSIN ADMISSION DAY (1848)	1, 8-11
31	MEMORIAL DAY	15

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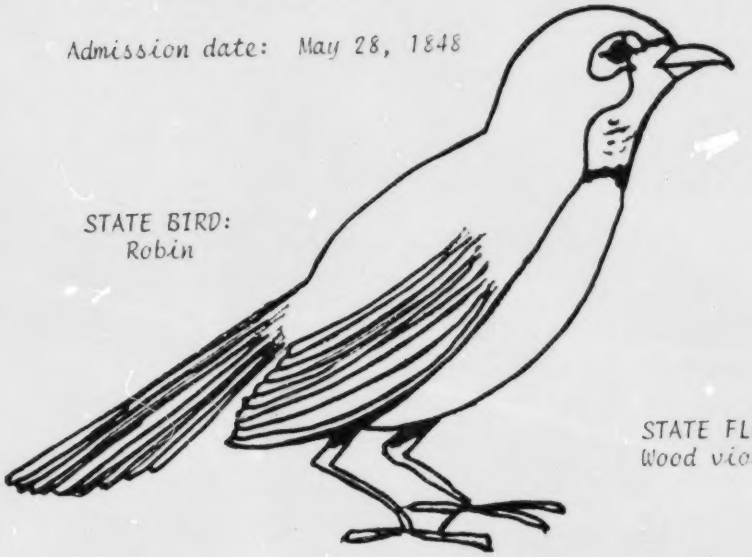
WISCONSIN

Admission date: May 28, 1848

STATE BIRD:
Robin



STATE FLOWER:
Wood violet

MAY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

May

ROBIN

I wonder how
A robin hears?
Although I've never
Seen his ears.
I've seen him stop,
And cock his head,
And pull a worm
Right out of bed!

DAFFODIL

A little yellow cup
A little yellow frill,
A little yellow star
And that's a daffodil.

TICKLE-TOES

I wonder if a Caterpillar
Tickles a stalk
More than a Ladybug
When it takes a walk?

A many-footed Centipede
Out on a crawl
Is probably the tickliest
Tickle-toes of all.

FUZZY FEATHERS

Baby duck is soft to touch
His eyes are shiny.
Was I just as soft as he
When I was tiny?

Swinging

Swinging in the sunshine
Swinging in the shade
Send us flying higher
Send us flying higher
Send us flying higher
Nobody's afraid.

Mother

Mother, my darling,
Mother, my dear,
I love you, I love you,
Each day of the year.

Three Guesses

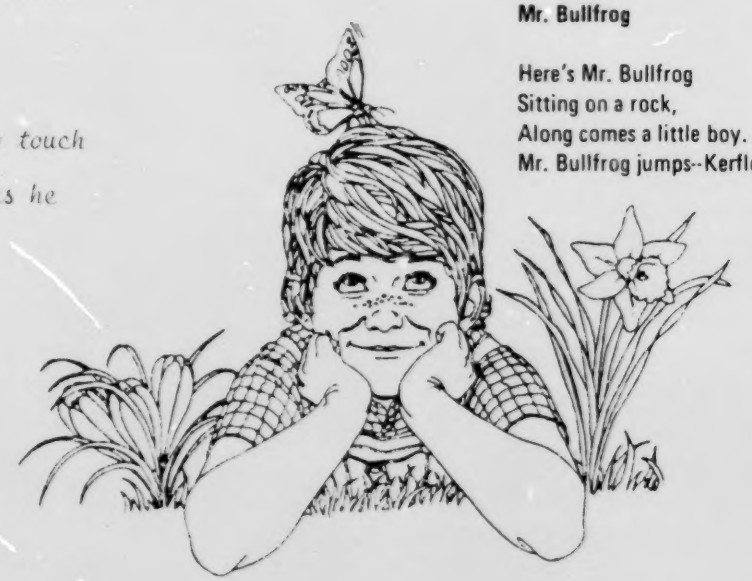
Mother, dear- can you guess
Who it is that loves you best?
I'll give you 3 guesses - 1-2-3
There, I knew you'd think of me.

HIGH UPON THE WINDY HILL

High upon the windy hill.
I listen - listen, lying still.
Listen to the bugs and bees,
Listen to the whispering trees,
Listen to the birds that say.
"Welcome to our hill today."

Mr. Bullfrog

Here's Mr. Bullfrog
Sitting on a rock,
Along comes a little boy.
Mr. Bullfrog jumps--Kerflop!



Here Is The Engine

Here is the engine on the track;
(Hold up thumb)
Here is the coal car, just in back;
(hold up pointer)
Here is the boxcar to carry freight;
(hold up middle finger)
Here is the mail car. Don't be late!
(hold up ring finger)
Way back here at the end of the train
(hold up little finger)
Rides the caboose through the sun and the rain.

The Engine

Here is an engine
That runs on this track
It whistles -- "Toot - toot"
And then it runs back.

(Use left arm for track and right hand for engine - Run up and down arm)

Railroad Train

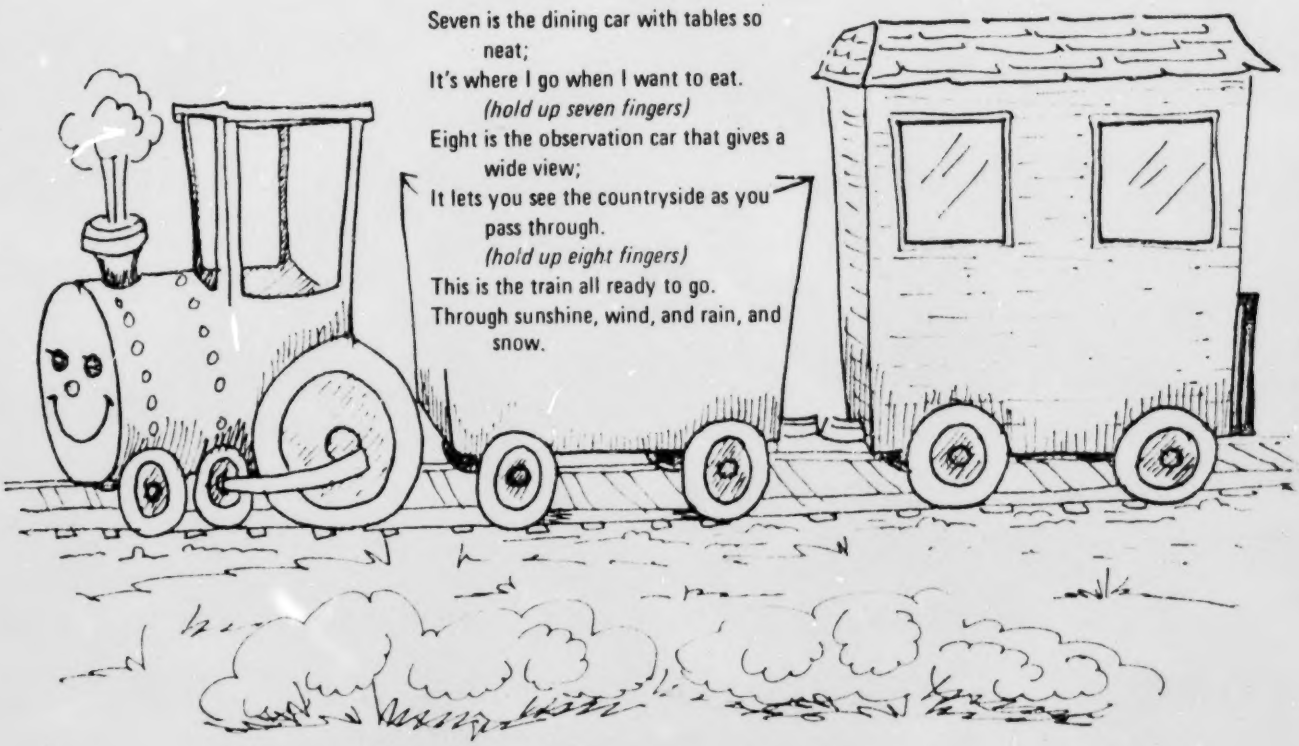
One is the engine, shiny and fine;
It pulls the coaches in a line
(hold up one finger)
Two is the baggage car, big and strong;
It carries suitcases and trunks along.
(hold up two fingers)
Three is the express car with double locks;
Send what you wish in a package or box. *(hold up three fingers)*
Four is the mail car-red, white, and blue;
It carries letters to me and to you.
(hold up four fingers)
Five is the passenger car, so gay;
It carries people both night and day.
(hold up five fingers)
Six is the pullman with berths one and two,
Where we can sleep the whole night through. *(hold up six fingers)*
Seven is the dining car with tables so neat;
It's where I go when I want to eat.
(hold up seven fingers)
Eight is the observation car that gives a wide view;
It lets you see the countryside as you pass through.
(hold up eight fingers)
This is the train all ready to go.
Through sunshine, wind, and rain, and snow.

The Engineer

I ride in the engine *(point proudly to self)*
The whistle I blow *(pull whistle cord)*
I do all the things that make the train go *(pull out the throttle)*
Whoo! Whoo! says the Whistle!
(hands on mouth and draw out whoo)
Chug! Chug! say the wheels! *(arms in wheel motion)*
I'm chief engineer till I'm called for my meals. *(pat chest)*

Rimble, Rumble, Ro!

Rimble, rumble, ro!
A-riding we will go
Down the sunny street we glide
Out into the world so wide.
Rimble, rumble, ro!
A-riding we will go.



Flannel Board Story...

Ask Mr. Bear

Once there was a boy named DANNY. One day, Danny's mother had a birthday. Danny said to himself, "What shall I give my mother for her birthday?" So, Danny started out to see what he could find. He walked along, and he met a Hen.

"Good morning, Mrs. Hen," said Danny, "can you give me something for my mother's birthday?"

"Cluck, cluck," said the Hen. "I can give you a nice fresh EGG for your mother's birthday."

"Thank you," said Danny, "but she has an egg."

"Let's see what we can find then," said the Hen. So Danny and the Hen skipped along until they met a Goose.

"Good morning, Mrs. Goose," said Danny, "can you give me something for my mother's birthday?"

"Honk, honk," said the Goose, "I can give you some nice feathers to make a fine PILLOW for your mother's birthday."

"Thank you," said Danny, "but she has a pillow."

"Let's see what we can find then," said the Goose. So Danny and the Hen and the Goose all hopped along until they met a Goat.

"Good morning, Mrs. Goat," said Danny. "Can you give me something for my mother's birthday?"

"Maa, maa," said the Goat, "I can give you milk for making CHEESE."

"Thank you," said Danny, "but she has some cheese."

"Let's see what we can find then," said the Goat. So Danny and the Hen and the Goose and the Goat all galloped along until they met a Sheep.

"Good morning, Mrs. Sheep," said Danny, "can you give me something for my mother's birthday?"

"Baa, baa," said the Sheep, "I can give you some wool to make a warm BLANKET for your mother's birthday."

"Thank you," said Danny, "but she has a blanket."

"Let's see what we can find then," said the Sheep. So Danny and the Hen and the Goose and the Goat and the Sheep all trotted along until they met a Cow.

"Good morning, Mrs. Cow," said Danny, "can you give me something for my mother's birthday?"

"Moo, moo," said the Cow, "I can give you some MILK and CREAM."

"Thank you," said Danny, "but she has some milk and cream."

"Then ask Mr. Bear," said the Cow. "He lives in the woods over the hill."

"All right," said Danny, "let's go and ask Mr. Bear."

"No," said the Hen.

"No," said the Goose.

"No," said the Goat.

"No," said the Sheep.

"No-no," said the Cow. So Danny went alone to find Mr. Bear. He ran and he ran until he came to the hill, and he walked and he walked until he came to the woods and there he met ... Mr. Bear.

"Good morning, Mr. Bear," said Danny, "can you give me something for my mother's birthday?"

"Hum, hum," said the Bear. "I have nothing to give you for your mother's birthday, but I can tell you something you can give her."

So Mr. Bear whispered a secret in Danny's ear.

"Oh," said Danny. "Thank you, Mr. Bear." Then he ran through the woods and he skipped down the hill and he came to his house.

"Guess what I have for your birthday," Danny said to his Mother. So his Mother tried to guess.

"Is it an egg?"

"No, it isn't an egg," said Danny.

"Is it a pillow?"

"No, it isn't a pillow," said Danny.

"Is it cheese?"

"No, it isn't cheese," said Danny.

"Is it a blanket?"

"No, it isn't a blanket," said Danny.

"Is it milk or cream?"

"No, it isn't milk or cream," said Danny.

His mother could not guess at all. So...Danny gave his mother a big Birthday BEAR HUG!

10

DATA FOR "STATE OF THE MONTH" ACTIVITIES

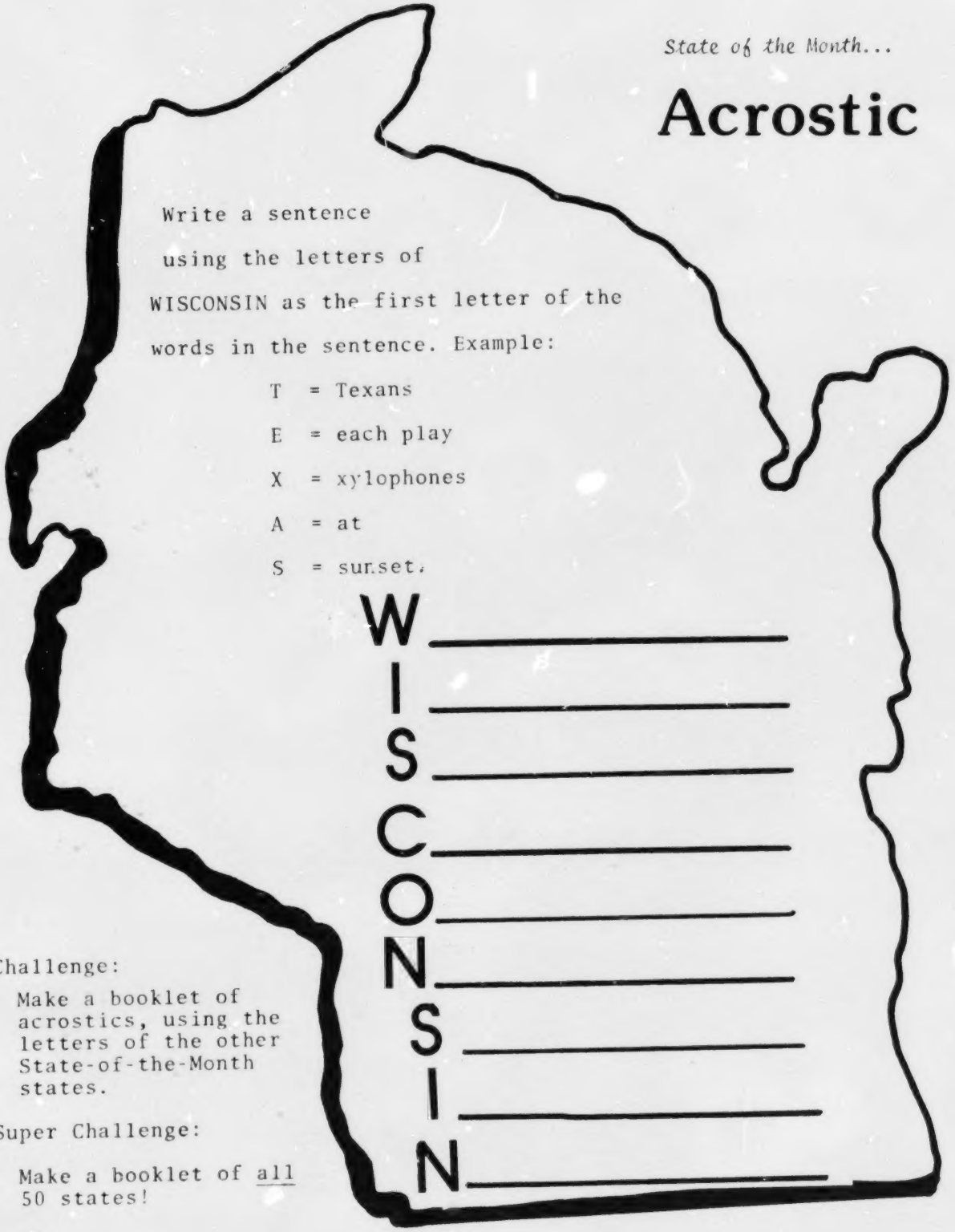
STATE	ADMISSION ORDER	CAPITAL	ADMISSION DAY	MOTTO	BIRD	FLOWER
CALIFORNIA	31st state	Sacramento	September 9, 1850	Eureka (I have found it)	California valley quail	Golden poppy
NEVADA	36th state	Carson City	October 31, 1864	All for Our Country	Mountain bluebird	Sagebrush
WASHINGTON	42nd state	Olympia	November 11, 1889	Al-Ki (Indian word meaning "by and by")	Willow goldfinch	Rhododendrun
TEXAS	28th state	Austin	December 29, 1845	Friendship	Mockingbird	Bluebonnet
ALASKA	49th state	Juneau	January 3, 1959	North to the Future	Willow ptarmigan	Forget-me-not
ARIZONA	48th state	Phoenix	February 14, 1912	Ditat Deus (God enriches)	Cactus wren	Flower of the saguaro cactus
FLORIDA	27th state	Tallahassee	March 3, 1845	In God We Trust	Mockingbird	Orange blossom
MARYLAND	7th state	Annapolis	April 28, 1788	Manly deeds, womanly words	Baltimore oriole	Black-eyed susan
WISCONSIN	30th state	Madison	May 29, 1848	Forward	Robin	Wood violet

The STATE TREES for the above states are as follows: CA - California redwood; NV - Single-leaf pinon; WA - Western hemlock; TX - Pecan; AK - Sitka spruce; AZ - Paloverde; FL - (no tree listed); MD - White oak; WI - Sugar maple

The source of the above information is Information Please Almanac 1980, Simon and Schuster, New York, NY.

State of the Month...

Acrostic



Write a sentence using the letters of WISCONSIN as the first letter of the words in the sentence. Example:

T = Texans

E = each play

X = xylophones

A = at

S = sunset.

W _____

I _____

S _____

C _____

O _____

N _____

S _____

I _____

N _____

Challenge:

Make a booklet of acrostics, using the letters of the other State-of-the-Month states.

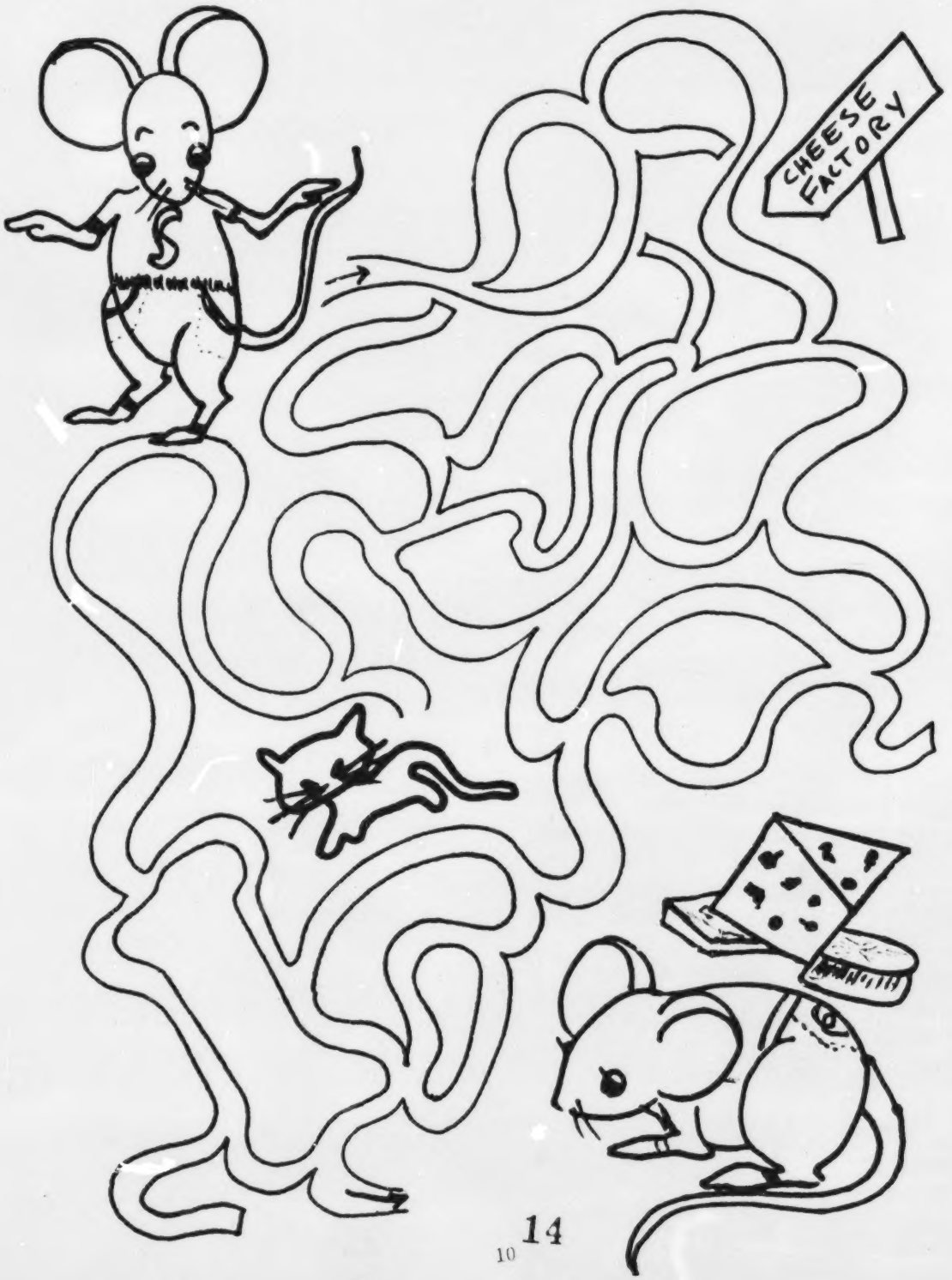
Super Challenge:

Make a booklet of <u>all</u> 50 states!

The State of Wisconsin is famous for its production of dairy products - especially the many kinds of delicious cheese made there!

Maze Mystery

Simon and Sparky Mouse have made a visit to the cheese factory. But - they have become lost! Help Simon find Sparky, but BEWARE. If you come out in the wrong place, the CAT will be waiting for you!



Mobile*ity

State of the Month Art...

Show off what you have learned about the states we have featured this year. Make these mobiles to hang in the classroom.

For an extra challenge make mobiles featuring states you have not studied. Where will you find the information you need?

Materials:
- Wire coat hanger
- Colored construction paper
- String
- Scissors
- Glue

On the construction paper, trace around the outside of the hanger. Cut <u>two</u> triangles just a little larger than the lines you have traced.

Glue together the two triangles with the coat hanger "sandwiched" in between.

Cut out three or more free-form shapes, making two of each kind.

Glue together each pair of forms. (This gives them extra weight and strength. If you have colored card stock to use, one thickness will be enough.)

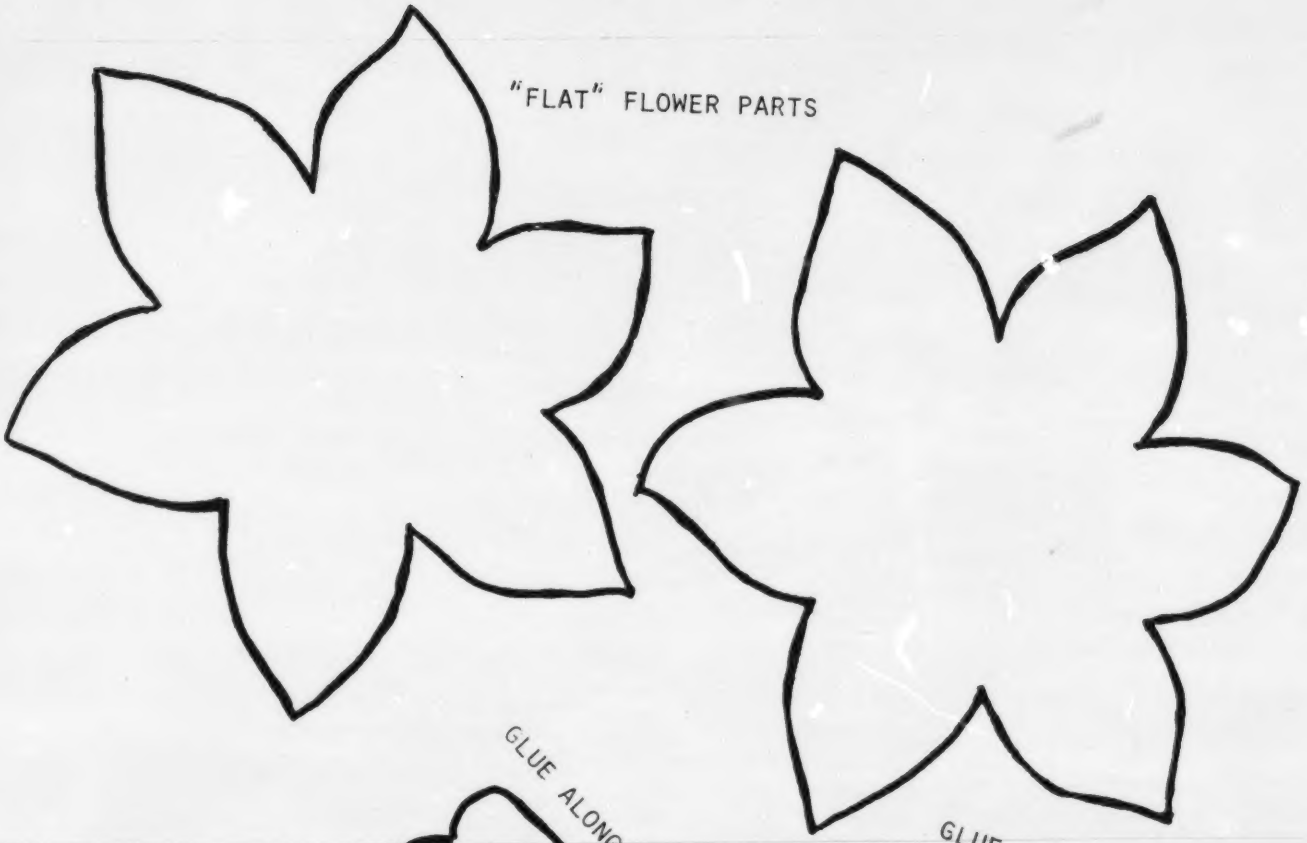
After all your pieces have dried completely (You can put the forms between two pieces of waxed paper and dry under a heavy book, if you like, so they will dry flat.) write the state name in large letters on <u>both</u> sides of the triangle. On <u>both</u> sides of one form write the state capital; one can be the state flower and one can be the state bird - or any other data you would like to present on that state.

The pictures of the state bird and flower that have been on the calendar each month can be cut out and used on the mobile or you can draw your own.

Use string to attach the hanging parts to the bottom of the coat hanger.

Did you know that some states have state colors, too. You might want to make your mobile in that state's colors. Where could you find out what colors each state has chosen?

"FLAT" FLOWER PARTS



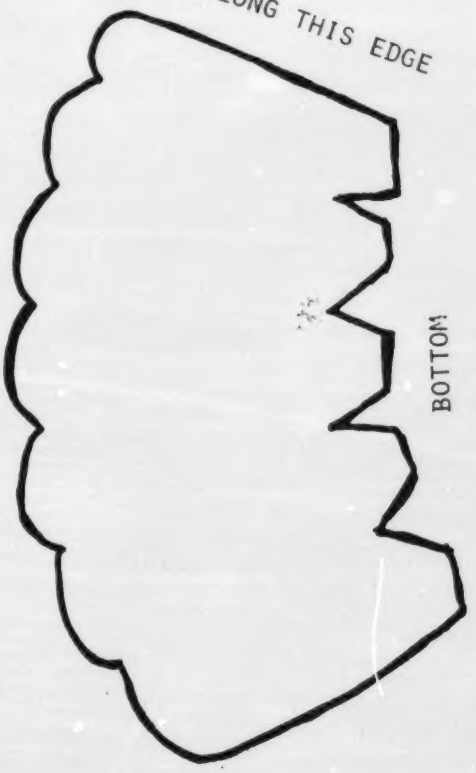
FLOWER CENTERS

GLUE ALONG THIS EDGE

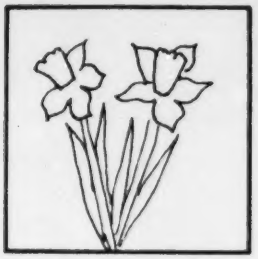
(BOTTOM)

GLUE ALONG THIS EDGE

BOTTOM



A SPRING BORDER



Greet Spring with a beautiful stand-out Spring border above your chalkboard (or as far as it will reach!). Use the flower patterns on the opposite page for unity; variety will be provided when students cut their own leaves and arrange their own blooms on the background.

MATERIAL FOR EACH STUDENT:

1 piece 9" x 12" construction paper for background (Magenta or turquoise are beautiful for this!)
1 piece 4½" x 12" for stems ("Christmas green" is effective.)
1 dittoed sheet of flower patterns
Scissors - glue

DIRECTIONS:

I - FLOWERS - Carefully cut out flower patterns, cutting away all ditto mark lines.

Roll each center around your finger, put a strip of glue along one edge. Overlap the other edge to form a "tube". Hold in place while glue has dried somewhat and is strong enough to hold together - BE PATIENT! After gluing both "tubes" set aside to dry while completing the rest of the picture.

II - The stems and leaves of a daffodil follow a basic shape, so even though free-cut by students, it is desirable that they resemble the real plant.

STEMS - Cut 2 strips, about 1" wide, the 12" length of the green paper.

LEAVES - Leaves are long, thin and spear-shaped. (Perhaps the student can practice drawing or free - cutting a few leaves, until one of a desirable shape is produced.)

III - Arrange the flat flower parts, leaves and stems on the background paper. Use the 12" side as the height of the picture. DO NOT GLUE. Trim the stems to the desired length - remember daffodils are <u>stately</u> flowers. When the desired layout is achieved carefully glue each part into place. Note that daffodils grow from a "clump" at the base.

FLOWER CENTERS - Fold the flat-bottomed prongs of the flower centers to form a "floor" for the tube. Put glue on this "floor". Place in the center of the flat flower part which has ALREADY been glued on the background paper. Hold in place by putting finger down the center of the "tube". Hold until dry.

Caution: Do not hold upright or excessively handle the picture for several hours until it is completely dry.

For added effect the scallped edges of the flower center can be <u>gently</u> rolled outward a little. DO NOT FOLD OR CREASE.

Pin up the border with edges of pictures flush with each other.

VARIATION: To make narcissus flowers, make the flat part of white paper and the center of orange. The center should be shortened in height by about half.

Extra Activities for those...

Extra Minutes

1. Make a map of the classroom the way it is. Then: Make a map of the classroom the way you would like it.

2. If you were a bird, what kind of bird would you like to be? Draw a picture of your bird.

3. Make a "This is Your Life" scrapbook. Use pictures and sentences.

4. Draw pictures and tell how to play your favorite game.

5. Write a note to your teacher. Tell what you like most about school and what you don't like about school.

6. Make a book mark.

7. Finish this sentence, "I wish I had more time to...."

8. Make up a crossword puzzle using these words: summer, play, picnic, swim, camp and fun.

9. Invent a game for 2-4 players.

10. Make up a secret code. Write a message using your code. Give it to a friend.

11. Make a chart or picture collage about one of these things: things we do in water; beautiful things; things that come in a box.

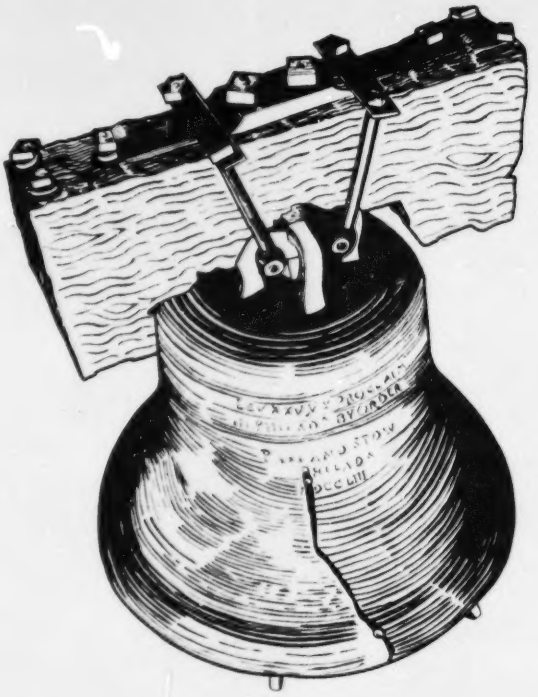
12. Think of 25 "sl" words.

13. How many ways can you write "12" (Such as 8+4 or 3 x 4).

HOW MANY WORDS CAN YOU MAKE FROM THE LETTERS IN...

Memorial Day

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



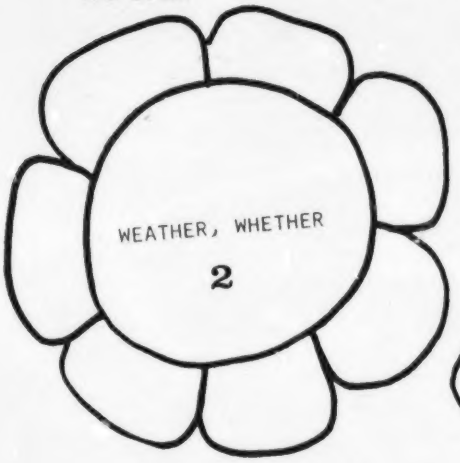
13. _____
14. _____
15. _____

Note to teacher: Once called Decoration Day, Memorial Day is a public legal holiday in the United States, its territories and armed forces. Originally observed mostly by the northern states to commemorate soldiers killed in the American Civil War, it has come to honor also those who fell in later wars and to be celebrated in some southern states as well.

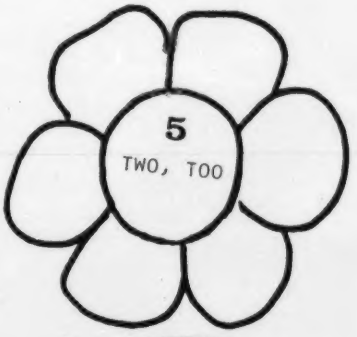
---from "Let's Celebrate Spring",
Kern County Superintendent of Schools
Office, 1982.

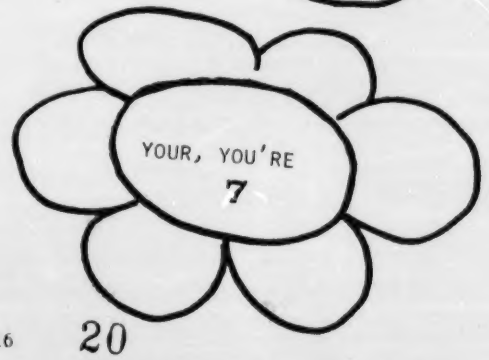
Pick a Posy

FIND THE FLOWERS THAT HAVE THE SAME NUMBERS AS THE SENTENCES BELOW. CHOOSE THE CORRECT WORD TO COMPLETE EACH SENTENCE AND WRITE IT ON THE LINE.



1. HE WAS VERY _____ AND TIRED.
2. THE _____ IS CLEAR AND SUNNY.
3. I WANT A _____ OF BLUE PAPER.
4. _____ CAKE TASTES BETTER?
5. MY MOTHER HAS _____ MUCH WORK TO DO.
6. THAT WAS THE _____WAY TO DO IT.
7. I DON'T KNOW IF _____ HAPPY.
8. I CAN _____ YOU VERY WELL.





B Q E R K T D P V Q K Y

F D P C A R N A T I O N

D A I S Y J I N A X G C

A F L I E N A S T E R I

H F S R N P M Y P P O P

L O V I O L E T U L I P

I D Z F N Z H C M N U H

A I N U T E P U D L W J

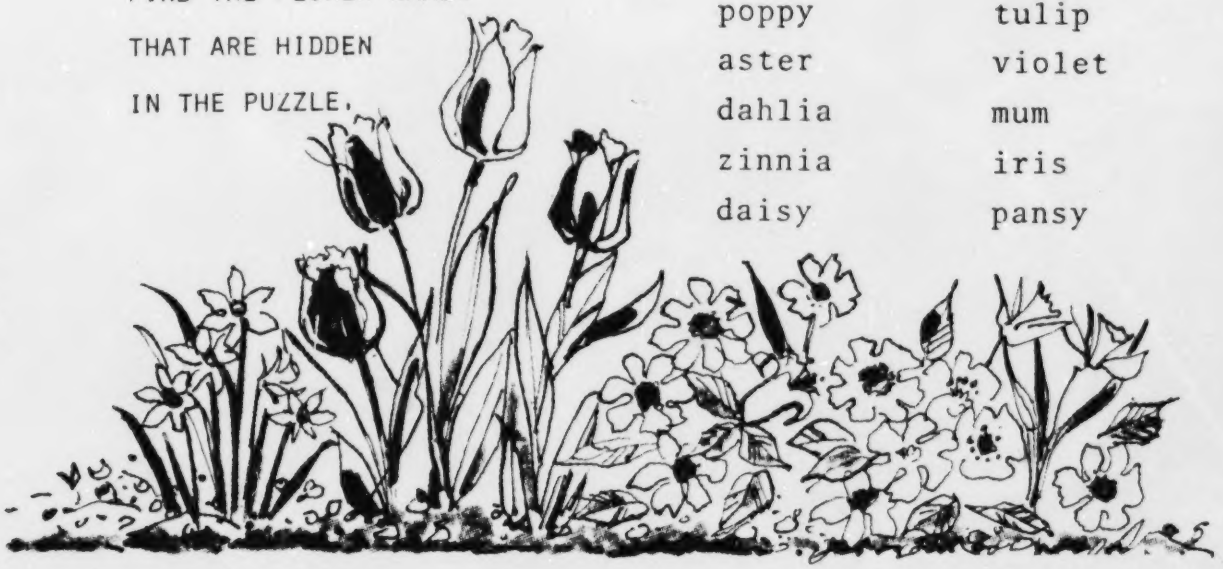
G L B O M R M Q R O S E

Floral Fantasy

FIND THE FLOWER NAMES
THAT ARE HIDDEN
IN THE PUZZLE.

WORD LIST

daffodil	carnation
rose	petunia
poppy	tulip
aster	violet
dahlia	mum
zinnia	iris
daisy	pansy



WHICH IS *Different?*

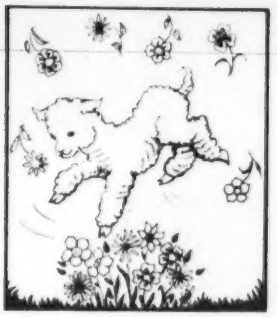
UNDERLINE THE SENTENCE IN EACH BOX THAT HAS A DIFFERENT MEANING.

THERE WAS A LADY IN THE STORE. THERE WAS A WOMAN IN THE STORE. THERE WAS A MAN IN THE STORE.	BILL HAS MANY TOYS. BILL HAS FEW TOYS. BILL HAS LOTS OF TOYS.
THE MONKEYS WENT UP A TREE. THE MONKEYS CAME DOWN A TREE. THE MONKEYS CLIMBED A TREE.	THE PUPPY CRIED SOFTLY. THE PUPPY CRIED LOUDLY. THE PUPPY CRIED QUIETLY.
"I FEEL VERY SAD", SAID THE TEACHER. "I FEEL VERY GLAD", SAID THE TEACHER. "I FEEL VERY UNHAPPY", SAID THE TEACHER.	"WHERE ARE YOU GOING?", THE MAN INQUIRED. "WHERE ARE YOU GOING?", THE MAN ASKED. "WHERE ARE YOU GOING?", THE MAN ANSWERED.
THE CIRCUS HAS A HUGE ELEPHANT. THE CIRCUS HAS A TINY ELEPHANT. THE CIRCUS HAS A VERY BIG ELEPHANT.	BETTY RAN IN FRONT OF THE T.V. BETTY RAN BEHIND THE T.V. BETTY RAN IN BACK OF THE T.V.
THE MORNING WAS HOT. THE MORNING WAS VERY WARM. THE MORNING WAS COLD.	THE ICE CREAM TASTES GOOD. THE ICE CREAM TASTES DELICIOUS. THE ICE CREAM TASTES TERRIBLE.

May Frolic

There are many beautiful sights to see in the month of May!

Look at the pictures. Read the sentences. Match up the picture and the sentence that tells about it by writing the number of the picture in front of the correct sentence.



1.

_____ THE WOOLY LAMB RAN HAPPILY THROUGH THE FLOWERS.

2.

_____ THE MOTHER ROBIN FEEDS HER HUNGRY BABIES.

_____ THE BUZZING BEE VISITS ALL THE FLOWERS IN THE WARM SUNSHINE.

_____ A HUMMINGBIRD DRINKS FROM THE GOLDEN DAFFODILS.

_____ SEE THE PRETTY BUTTERFLIES IN THE MEADOW.

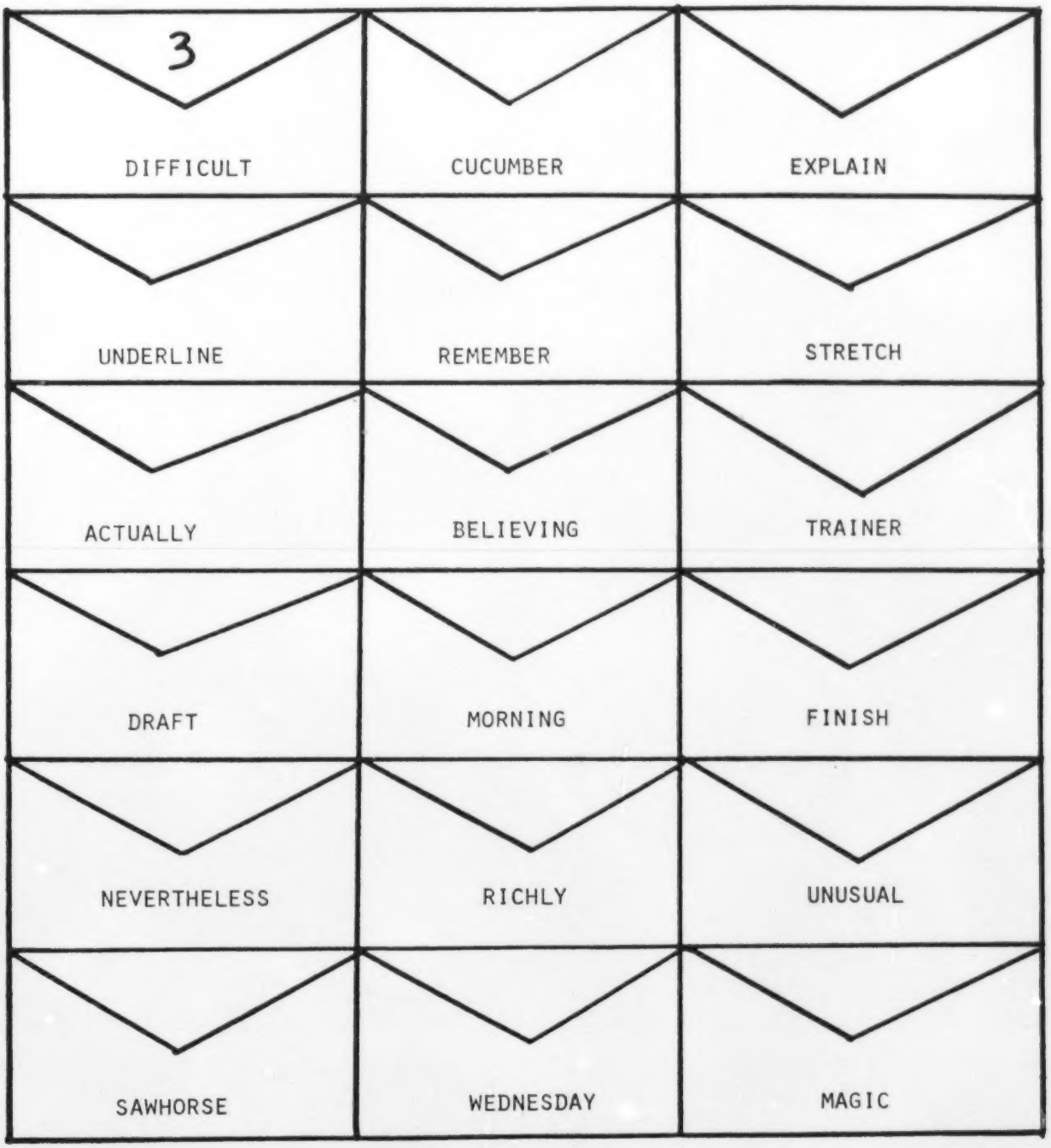
3.

4.

5.

Sorting Syllables

Read the words on the envelopes below. Decide how many syllables are in each word and write that number on the envelope flap. The first one is done for you.



24

Summer Fun

WHERE WILL YOU GO ON YOUR SUMMER VACATION?

CONNECT THE DOTS BY PUTTING THE WORDS IN A-B-C ORDER.

BE CAREFUL! YOU MAY HAVE TO USE THE 2ND OR EVEN 3RD LETTER OF SOME WORDS TO PUT THEM IN ORDER.

THE FIRST TWO WORDS ARE DONE FOR YOU.

touch
uncover
stony
window
right
young
very
quack
zebra
already
pencil
orange
ninth
bring
king
music
canoe
lamp
jewel
daring
instant
dismiss
every
heart
hump
final
great
guess

Craft Carnival

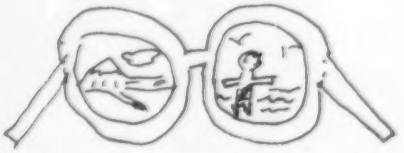
PICTURES

Materials: construction paper - two colors
wallpaper samples, gift wrap or other paper with a repeating design

Directions: Cut a life-sized head out of one color construction paper and paste it onto a background sheet. Crayon or felt pen may be used to draw in features (for Father's Day try to make it look like your father). Then, from the gift wrap or other paper, cut and fold a tie and glue it from a cut-paper collar.

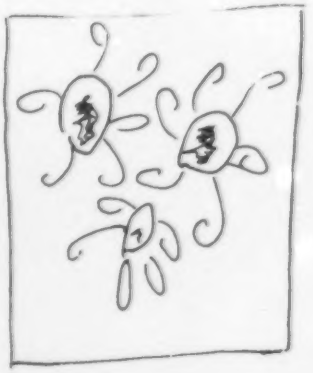
Materials: construction paper
crayons, paint or felt pen
curls of sycamore bark

Directions: Glue one or more pieces of the bark to construction paper or thicker cardboard if possible. By using your imagination, incorporate the bark into a design. DO NOT try to reshape the bark as it will probably shatter.



Materials: construction paper
crayons or felt pens

Directions: Make oversized "spectacles" of one color construction paper. From white paper, cut two "lenses." On these, draw pictures of things you enjoy doing. Glue the lenses onto the frames and bend the earpieces so the spectacles will stand up.



Materials: construction paper
silver, gold or flourescent spray paint
felt pen

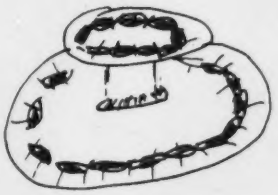
Directions: Spray spots of paint onto contrasting construction paper. Use these as centers to draw curving lines to represent stems, petals and tendrils. Be sure to space the spots far enough apart so there is room to put in the details. CAUTION: It is recommended to do the spray-painting in advance, away from the children, to prevent possible problems.

PINCUSHION

Materials: polystyrene foam ball
fabric enough to cover the foam ball
small plastic curtain-rod ring
plastic flowers or other trim

Directions: Pin a rectangular piece of material around the circumference of the ball. Pleat the remaining material and pin in place. Glue the plastic curtain-rod ring to the base to assure an upright position. Attach flowers, ribbon, felt or other trim to accent the top.

LAZY SUSAN



Materials: Two paper plates of different sizes
crayons, felt pen or colored paper
empty spool
paint

Directions: Decorate the paper plates with designs made with crayon, felt pen or cut-outs which are glued on. If you have shellac you can cover the designs with it so they can be wiped clean. Glue the brightly painted spool in the center to separate them.

GREETING CARDS

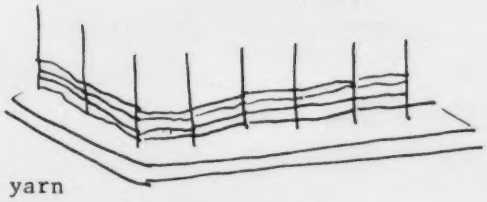
Materials: paper
felt pens, crayons, etc.

Directions: The children can make pictures of themselves holding a fishing pole, magnifying glass, or sports equipment. For captions they can use such phrases as: "fishing for you to be my friend" (...my Valentine, ...to have a Merry Christmas, ...to have a happy Mother's Day, etc.), "looking for you to be my friend" (...to have a Happy Father's Day, etc.), "batting wishes to you" or "You make a hit with me." with the baseball motif.

Materials: paper
small pocket mirror
felt pens, crayons, etc.

Directions: On the outside of the card write: "To the one I love best." Inside glue the pocket mirror so the person receiving it can see themself as they open the card.

CRACKER TRAY

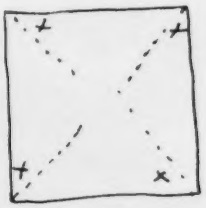


Materials: 3½" x 9" x ½" wood
1½" finishing nails
hammer
shellac
glue
raffia, crepe paper twist, or yarn

Directions: Pound nails in ½" apart and 3/8" from outer edge. Glue raffia (yarn or crepe paper twist) to one corner and weave in and out through the nails. Be sure to push down each row as you go along to get a tight weave.

PINWHEELS

Materials: 9" x 9" construction paper or card stock
pencil or dowel , straight pin



Directions: Cut on dotted lines shown in pattern. Be careful not to cut completely into the center of the paper. Take each corner marked "x" and pin to the pencil or dowel in the center.

TASTY MOSAIC

Materials: small pieces of posterboard or shirtboard
edible seeds: dill, caraway, poppy seeds, mustard seeds
tapioca (raw), paprika, parsley flakes
glue

Directions: Make small pictures by spreading a thin film of diluted glue over the cardboard. Make a mosaic design using various types of edible seeds. A poinsetta may be stenciled by using paprika and a Christmas tree or wreath can be made using parsley flakes with whole cloves, peppercorns, etc. as decorations. Snowmen or snow scenes can be made using tapioca. Have a tasting party along with your art work. Encourage children to describe, orally or in writing, how the different seeds taste.

UMBRELLA SCENE

Materials: construction paper
crayons

Directions: Use accordian pleated construction paper to make umbrella. Color in details.

PEANUT CORSAGE

Materials: peanuts in shell
green pipe cleaners
colorless nail polish, shellac, or varnish, etc.
ribbon

Directions: Pierce one end of a peanut shell with a needle. Insert a green pipe cleaner as far as it will go. Coat the peanut shell with shellac or colorless nail polish. After they dry (the number used will depend on how large you want the corsage to be) twist the pipe cleaners around a tapered brush or pencil to make little spirals. Arrange the peanuts into a corsage shape and secure with another pipe cleaner. Use the ribbon to attach a bow to the corsage.

BATH SALTS

Materials: epsom salts
food coloring
perfume

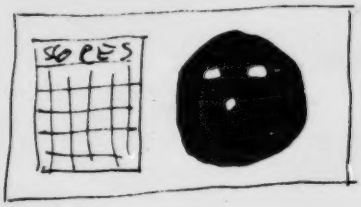
Directions: Add a few drops of food coloring to the epsom salts and shake well. Divide into small jars which you might have decorated. Add a few drops of perfume and close jars tightly. Let stand about 3 weeks.

PLAYING CARD BUILDERS

Materials: old playing cards
scissors

Directions: Cut notches in old playing cards. The slots should be about 1/16" wide. Use them for building structures, etc.

PLACEMATS

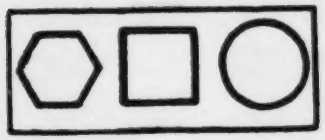


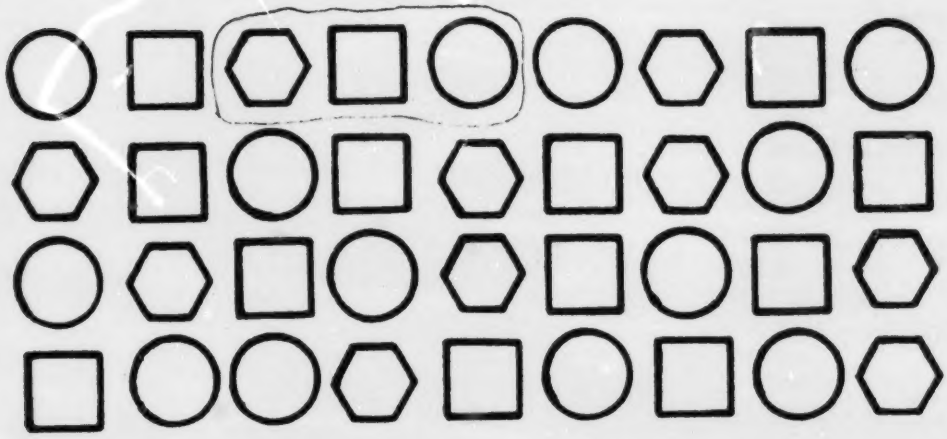
Materials: real bowling score sheets
construction paper
black construction paper

Directions: Mount the bowling score sheet onto construction paper if it is not large enough. Cut a bowling ball out of the black paper and glue onto the placemat.

Find and Do

DRAW A RING AROUND EACH PATTERN AS YOU FIND IT IN ORDER.





DRAW A RING AROUND EACH NUMBER PATTERN AS YOU FIND IT IN ORDER.

3 4 2

1 2 3 4 5 6 7 8

6 3 4 2 8 3 7 6

3 4 2 8 3 7 1 5

5 3 4 2 1 3 4 2

DRAW A LINE AROUND EACH COIN PATTERN AS YOU FIND IT IN ORDER.

DRAW A LINE AROUND EACH LETTER PATTERN AS YOU FIND IT IN ORDER.

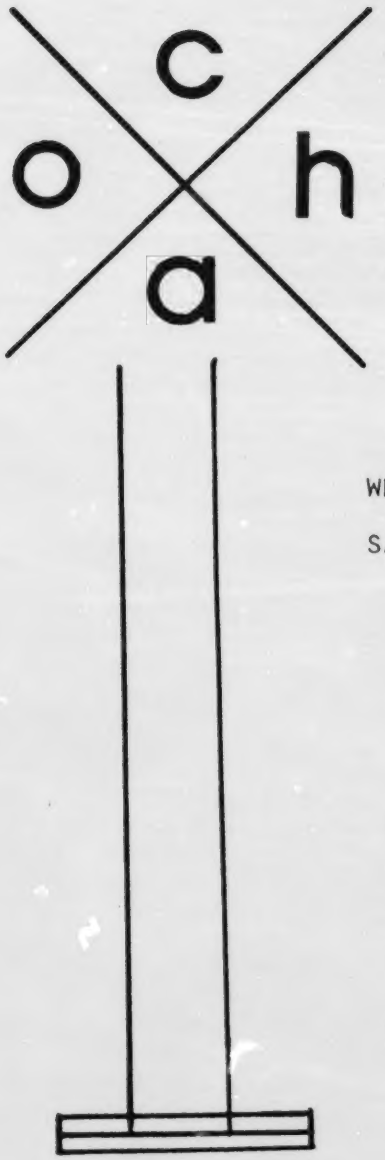
D H P

A D H P G D H P

G P H D H P G A

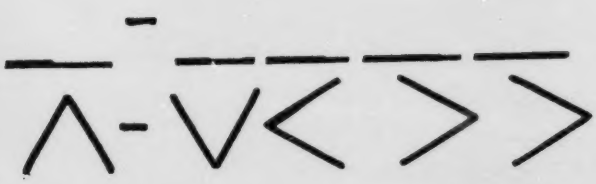
D H A H D H P G

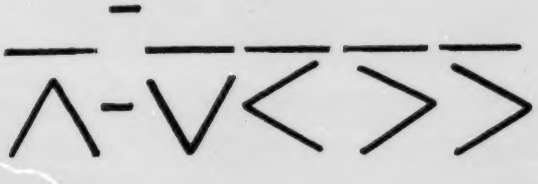
H D H P D H P G



...the Riddle Corner

WHAT DID THE TRAIN ENGINE
SAY WHEN IT HAD A COLD?





Susie's Soda Shop

SUSIE'S SODA SHOP

This is the menu for Susie's Soda Shop:

Shake
75¢

Hot Fudge
Sundae
71¢

Scoop
In A
Dish
21¢

Banana Split
$1.09

Soda
63¢

1 Scoop Cone
20¢

2 Scoop Cone
30¢

3 Scoop Cone
35¢

What is the most expensive treat on the menu? _____ the cheapest?_____

If you had $1, what would you buy?_____

If you had $1 and wanted to treat yourself and 3 friends, what could you buy?

_____

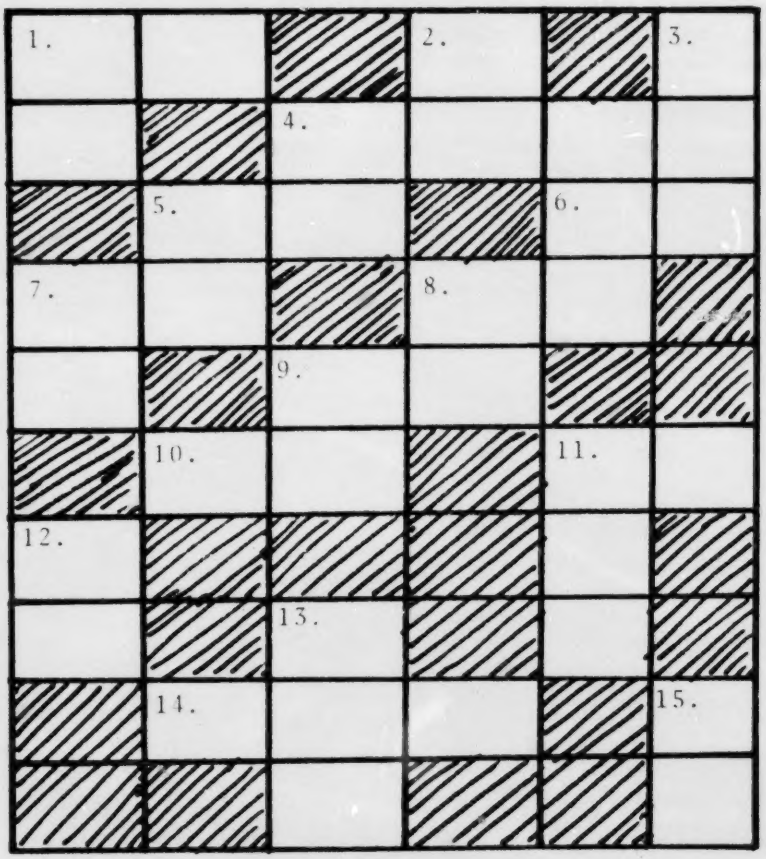
List all the different ways you could buy 4 treats for $1.

_____

Make up your own story problem using facts from this menu. Write it on the back of this page.

Cross-Numbers

FIND THE ANSWERS TO THE PROBLEMS. WRITE THE ANSWERS IN THE CORRECT SPACES BELOW. WRITE ONLY ONE NUMERAL IN EACH SPACE.



ACROSS

1. 5 x 2 =
4. 4900 - 80 =
5. 25 + 48 =
6. 9 x 8 =
7. 96 - 27 =
8. 6 x 6 =
9. 7 x 7 =
10. 10 x 8 =
11. 41 + 41 =
14. 1000 - 105 =

*

DOWN

1. 6 x 3 =
2. 53 + 15 =
3. 484 + 418 =
4. 50 - 7 =
5. 23 + 56 =
7. 7 x 9 =
8. 28 + 11 =
9. 10 x 4 =
11. 783 + 29 =
12. 8 x 7 =
13. 303 - 6 =
15. 4 x 4 =

MONEY MATTERS

HOW MUCH IS YOUR NAME WORTH?

In the chart below, each letter of the alphabet is worth a certain amount of money. Use those values to solve the following problems.

A = 1¢	H = 5¢	O = 1¢	V = 8¢
B = 3¢	I = 1¢	P = 6¢	W = 3¢
C = 2¢	J = 5¢	Q = 10¢	X = 15¢
D = 5¢	K = 4¢	R = 3¢	Y = 2¢
E = 1¢	L = 3¢	S = 2¢	Z = 12¢
F = 3¢	M = 2¢	T = 2¢	
G = 8¢	N = 6¢	U = 1¢	

1. How much is your first name worth?
2. How much is your last name worth?
3. How much is your middle name worth?
4. How much is the total of your whole name?

---

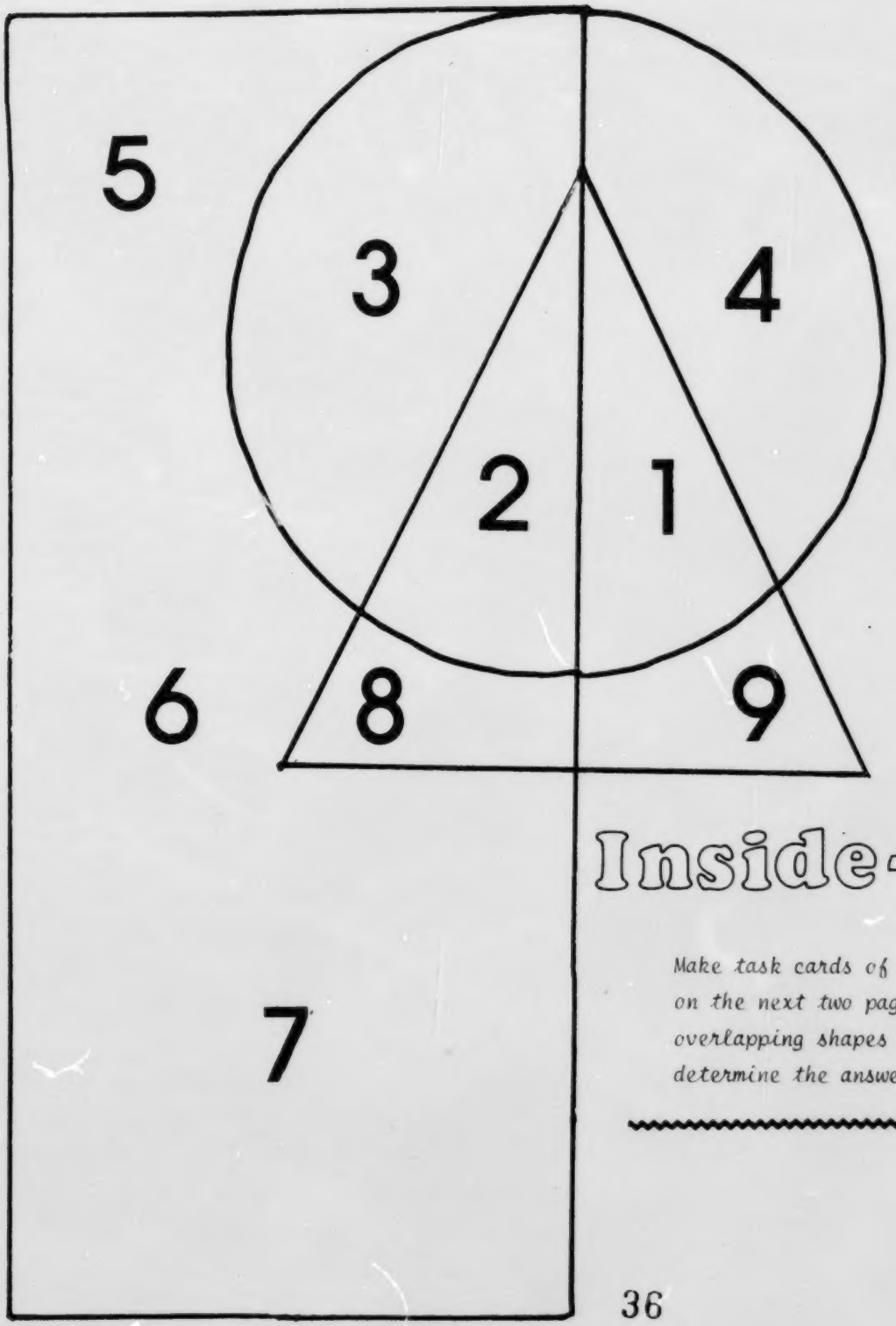
5. How much is each member of your family worth?
6. How much is your best friend worth?

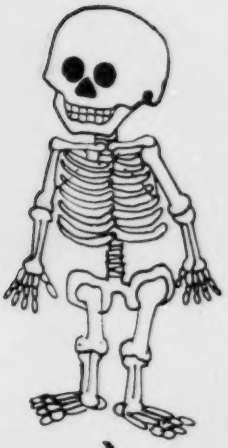
---

7. How much is your favorite food worth?
8. How much is your favorite sport worth?
9. How much is your favorite car worth?

---

10. What season of the year is the most expensive?





Inside-Out

Make task cards of the activities on the next two pages. Use the overlapping shapes above to determine the answers.

TASK CARD #1 On the line, write the numerals that are:

1. INSIDE THE _____
2. OUTSIDE THE _____
3. INSIDE THE _____
4. OUTSIDE THE _____
5. INSIDE THE _____
6. OUTSIDE THE _____

TASK CARD #2 On the line, write the numerals that are:

1. ALL THE ODD NUMBERS IN THE _____
2. ALL THE EVEN NUMBERS IN THE _____
3. ALL THE ODD NUMBERS IN THE _____
4. ALL THE EVEN NUMBERS IN THE _____
5. ALL THE ODD NUMBERS IN THE _____
6. ALL THE EVEN NUMBERS IN THE _____

TASK CARD #3 On the line, write the numerals that are:

1. INSIDE THE AND THE _____
2. INSIDE THE AND THE _____
3. INSIDE THE AND THE _____
4. INSIDE THE AND THE
   AND THE _____
5. ALL THE ODD NUMBERS IN THE
   BUT OUTSIDE THE _____
6. ALL THE EVEN NUMBERS IN THE
   BUT OUTSIDE THE _____

TASK CARD #4 On the line, write the numerals that are:

1. OUTSIDE THE BUT INSIDE THE _____
2. OUTSIDE THE BUT INSIDE THE _____
3. INSIDE THE BUT OUTSIDE THE _____
4. INSIDE THE BUT OUTSIDE THE _____
5. INSIDE THE BUT OUTSIDE THE _____
6. OUTSIDE THE BUT INSIDE THE _____

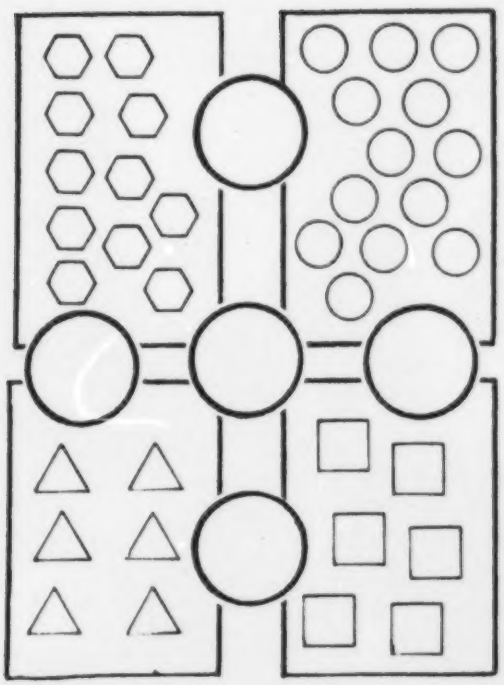
TASK CARD #5 On the line, write the sum of the numerals that are:

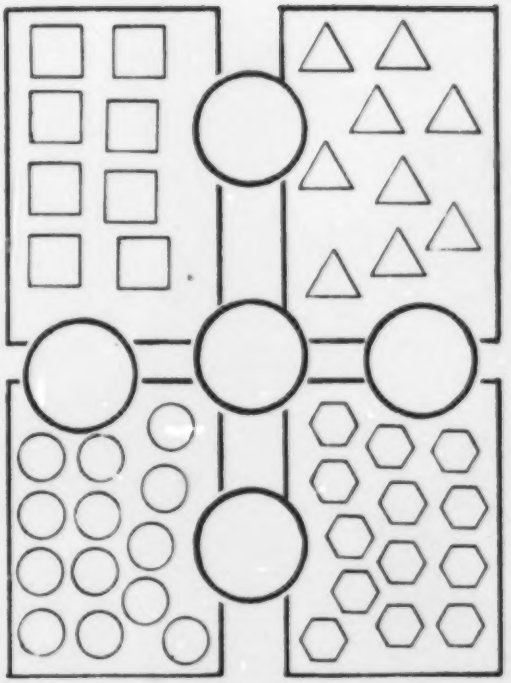
1. INSIDE THE _____
2. INSIDE THE _____
3. INSIDE THE _____
4. INSIDE THE AND _____
5. ALL THE ODD NUMBERS IN THE _____
   BUT OUTSIDE THE _____

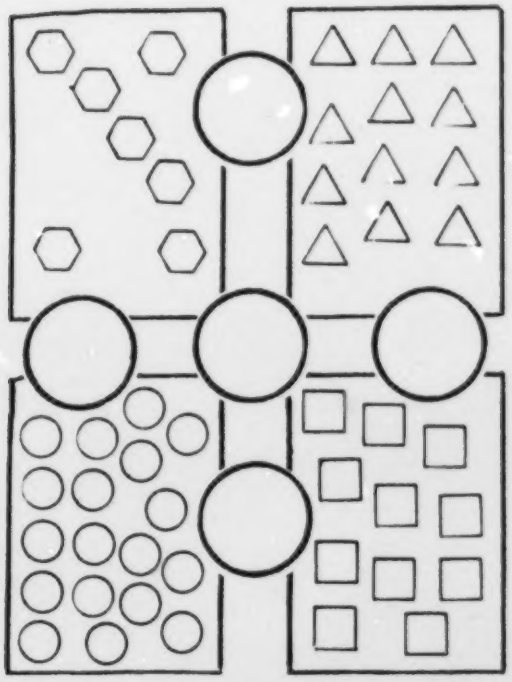
TASK CARD #5 On the line, write the sum of the numerals that are:

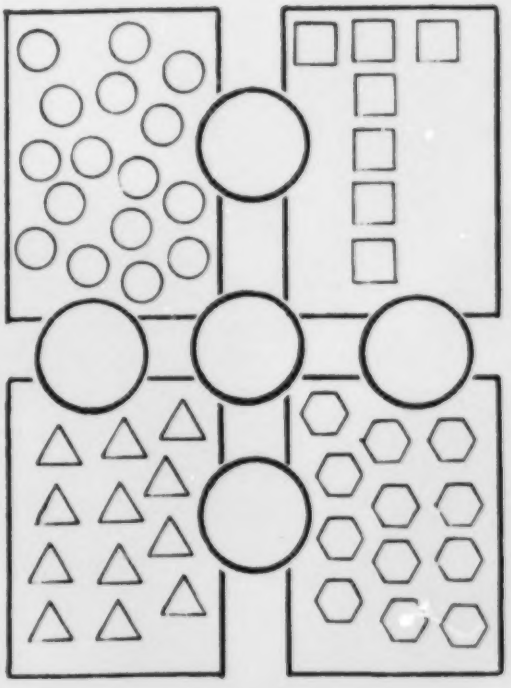
1. INSIDE THE BUT OUTSIDE THE _____
2. INSIDE THE BUT OUTSIDE THE _____
3. INSIDE THE BUT OUTSIDE THE _____
4. INSIDE THE BUT OUTSIDE THE _____
5. INSIDE THE BUT OUTSIDE THE _____
6. INSIDE THE BUT OUTSIDE THE
   AND THE _____

Count or Add









C.H.O.I.C.E. ACTIVITIES

The Railroad

PURPOSE

To familiarize the students with the various items a train carries and to make them aware of how we as consumers need and use these items.

MATERIALS

1. Magazines
2. Chart paper, construction paper

INTRODUCTION

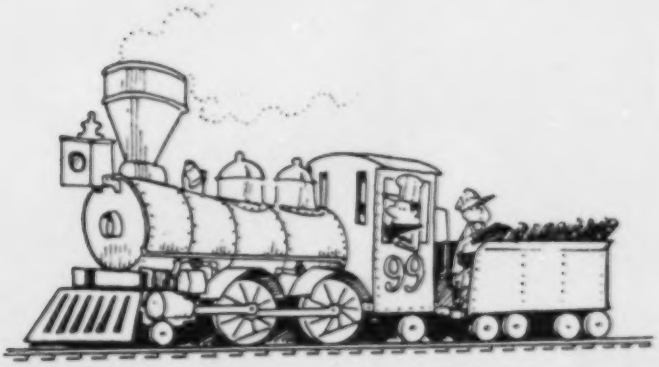
Say: "Let's talk about some of the items you use and buy that could have traveled on a train. Think about the various workers that may have had to help get the product to you. Do you think the railroad helps your family? Community? How?"

CLASS ACTIVITIES

1. Class discussion based on introduction. List three categories on chart paper: At School, at Home, At the Playground. The children will list products that could have traveled on the train. This will be a composite list.
2. A group of children will cut pictures from magazines of various items that may have traveled on a train. They should put them under the appropriate headings: At School, At Home, At the Playground.

SUMMARY

1. Review the list of items brought to us by rail.
2. Individual reports from children using task cards.



PROJECT CHOICE #169, A CAREER EDUCATION UNIT FOR GRADES K-2, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA, 93309.

RAILROAD ALPHABET

You need:

- magazines
- scissors
- construction paper (12" x 18")
- manila (12" x 18")

Each child may pick a letter of the alphabet and prepare a page for an alphabet scrap book for the classroom.

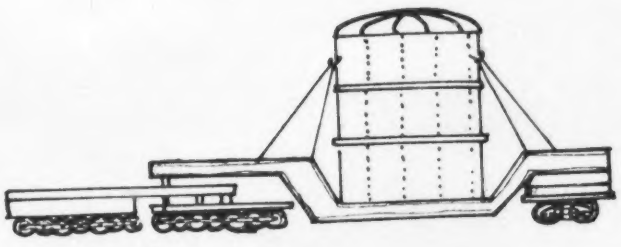
Make a classroom booklet for the Railroad Alphabet.

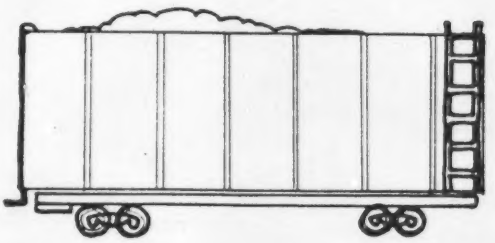
A is for Animals in stock cars they ride.
B is for Boxcar with doors that are wide.
C is for Caboose in which the train crew rides.
D is for the Dome car with glass on all sides.
E is for the Engineer who runs the big train.
F is for Food from California to Maine.
G is for Gondola, an open-top car.
H is for Hopper which carries coal far.
I is for Industry, served by rail.
J is for Journey taken by rail.
K is for Kitchen where cooks prepare meals.
L is for Locomotives which have many wheels.
M is for Mail picked up "on the fly."
N is for our Needs that the railway supplies.
O is for Operator in station or tower.
P is for Piggyback - trucks by train power.
Q is for Quantity for freight carried by tons.
R is for Rails on which the train runs.
S is for Signals which tell trains to pass.
T is for Tank cars for milk, oil, or gas.
U is for United States with its network of track.
V is for Views of which there's no lack.
W is for Workers, a million of times.
X is for X, marking private car lines.
Y is for Yards, busy in sunshine or rain.
Z is for Zebra on the big circus train.

Children may make the book by either drawing the pictures, cutting them out from magazines or using some of the previous materials.

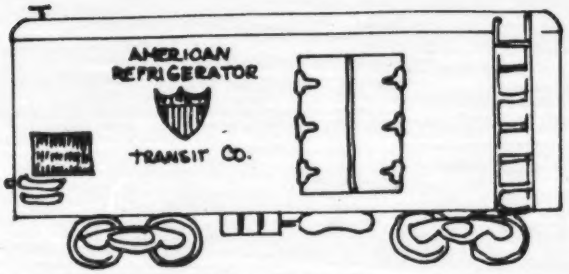
Wordsearch

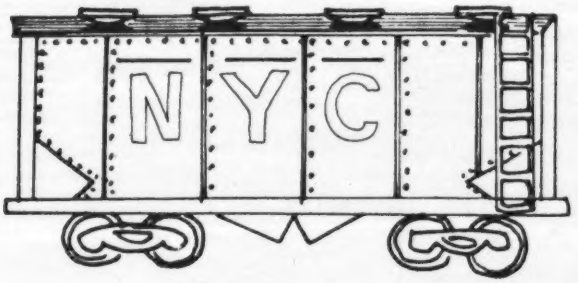
A R E P U S X C E
S E U E G F X R T
Z F F N E C I P A
D R L I Y A B S N
P I G G Y B A C K
S G O N D O L A T
R E S E H O T T A
E R J G N S M T F
P A U T O E C L D
P T E D P O A E N
O O R K E T U N L
H R D E R E V O C
Q B H V N T F O W

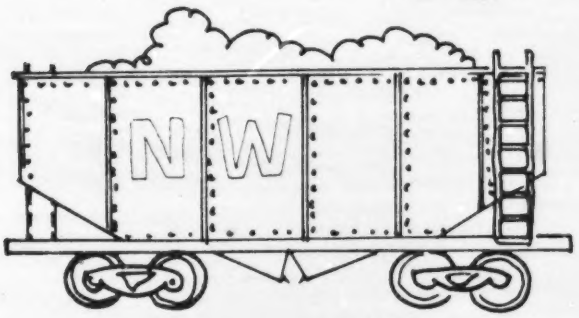


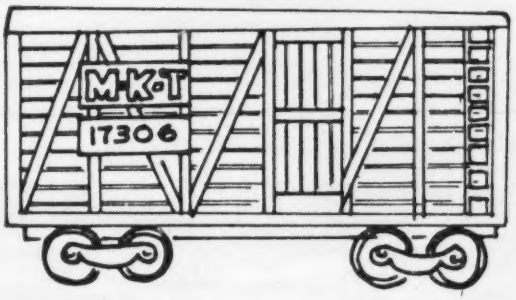


A TRAIN IS MADE UP OF MANY KINDS OF CARS, EACH CARRYING ITS CARGO IN SOME SPECIAL WAY. IN THE PUZZLE ON THE OPPOSITE PAGE, FIND THE UNDERLINED WORDS THAT ARE IN THE WORD LIST.



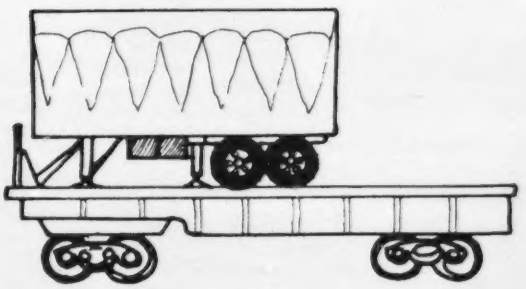


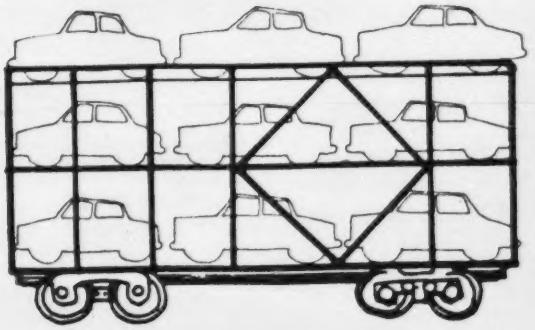




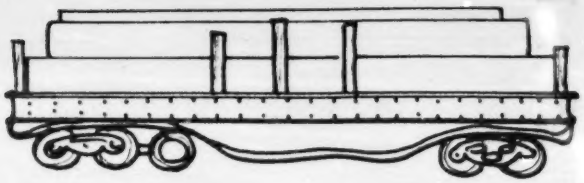
WORD LIST

ENGINE
AUTO CAR
TANK CAR
GONDOLA CAR
PIGGY-BACK CAR
CATTLE CAR
SUPER FLAT CAR
FLAT CAR
HOPPER CAR
COVERED HOPPER CAR
REFRIGERATOR CAR
CABOOSE





RIDDLES



1. I carry new cars from the factory and carry them to all parts of the country. I can carry 9 standard size autos or 15 compact cars. What am I? *Auto car carrier.*

2. I am really a big car with different kinds of things inside me. When I carry milk I have a glass or a steel lining. When I carry chemicals I am lined with rubber, lead or aluminum. I may have 1 dome on top of me or more. In warm weather the liquid expands and goes up into the dome so it will not break the seams. There are over 200 different kinds of my type. What am I? *Tank car.*

3. I am a metal box that has no top. I carry things that snow and rain cannot hurt and I am loaded and unloaded by men. Sometimes the men use machines to load the cars. I haul pieces of machinery, pipes, cement blocks, and steel plates. What am I? *Gondola car*

4. I carry trailer boxes from trucks. I can carry one or two. Some trains are made up of just my kind of car and then I travel mostly at night. The trailer boxes are secured to my deck and jacks are placed under the box. The jacks hold the box up in case the trailer gets a flat tire. I carry these with greater protection and at lower costs. What am I? *Piggy-back car*

5. I carry cattle and I have one deck-If I carry sheep and pigs I have two decks. If I carry chickens and turkeys I have many decks. What am I? *Cattle car*

6. I have 32 wheels and the center of me is depressed. I carry huge machinery or electric transformers ride in my center. My center is depressed so I can go under bridges and through tunnels with my cargo. What am I? *Super flat car*

7. I carry coal and gravel and different kinds of ore. I am loaded from the top by automatic loaders. Switch engines move me under the loading bin and my cargo goes down a chute into me. What am I? *Hopper car*

8. I am very flat and you can call my top a platform with no top or walls. Stakes along my sides keep my cargo from falling off. I haul machinery, logs, boards and big tractors. What am I? *Flat car*

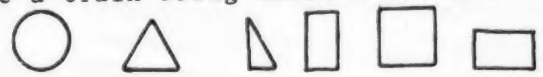
9. I look like the hopper, but I have a little roof over my top. There are 8 little doors that open on my roof. I carry sugar, cement, grain and things that must be protected from the weather. What am I? *Covered hopper car*

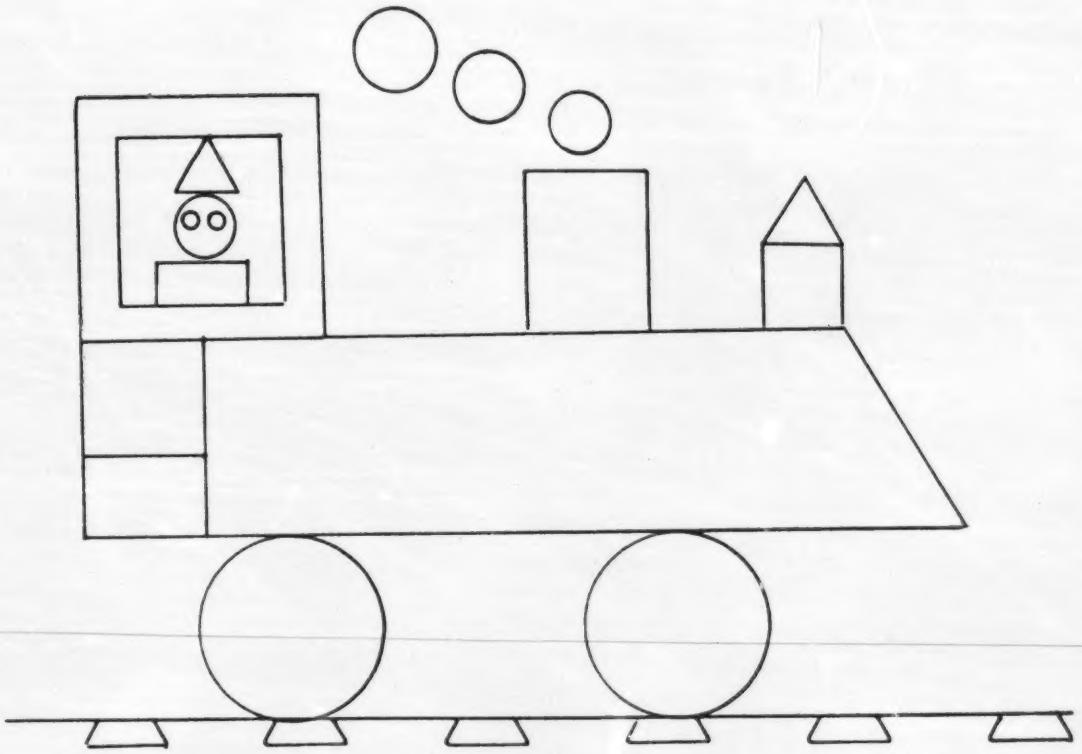
MAKE YOUR OWN TRAIN

You need:

-scissors
-manila paper
-construct on paper

Make a train using these different shapes:



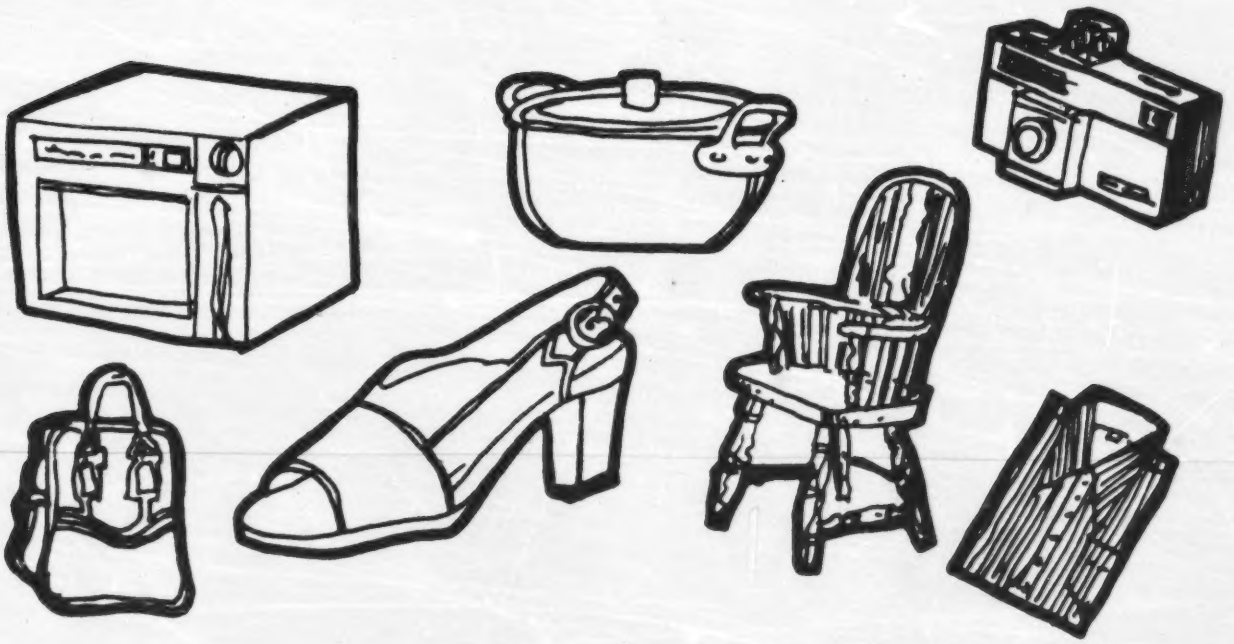


FASTER BY TRAIN!

You need:

- -magazines
- -scissors
- -construction paper

How many items can you find in the magazine that might have come to our community by train? Cut out the pictures and put them on construction paper.



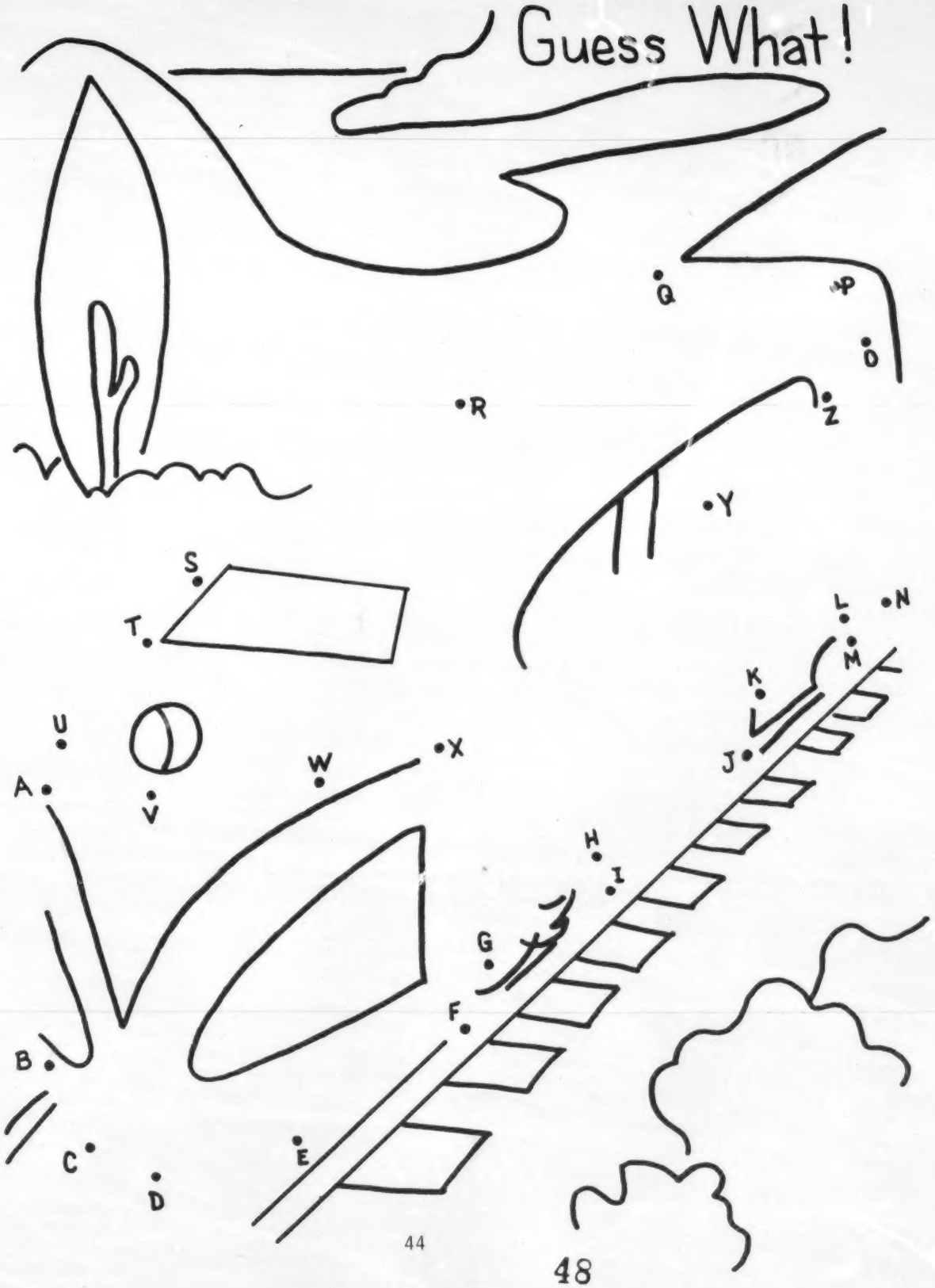
SEND IT BY TRAIN!

You need:

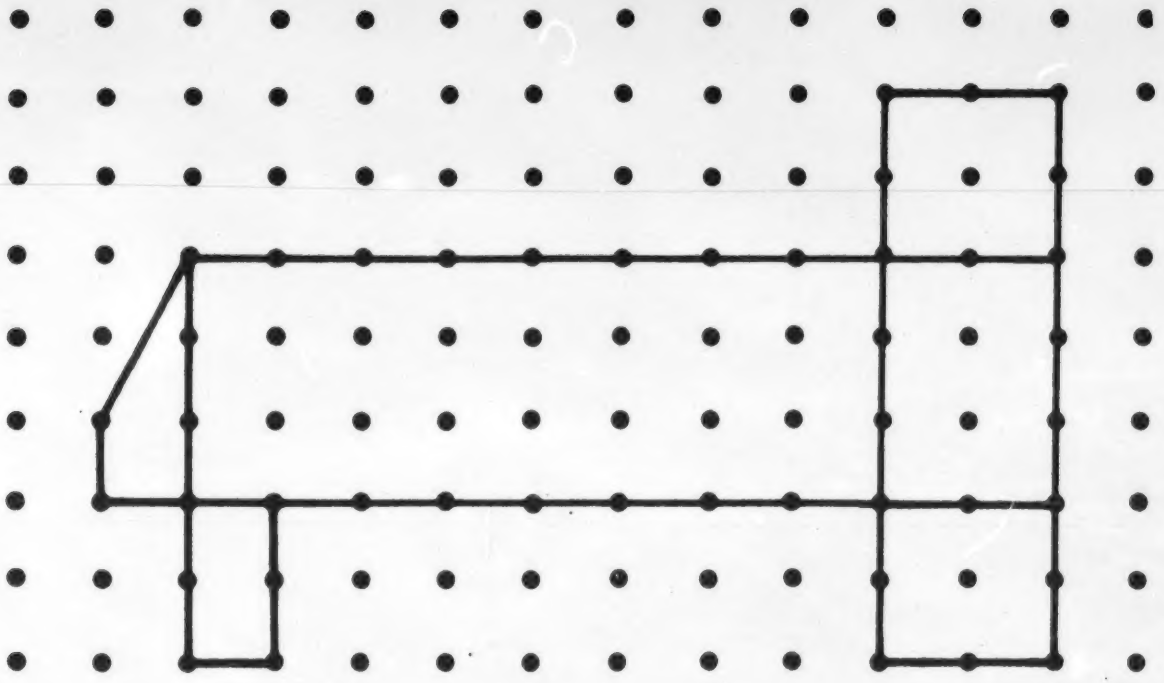
-magazines
-scissors
-construction paper (12" x 18")

How many food items can you find in the magazine that might have come to our community by train? Cut out the pictures and put them on construction paper.

Guess What!



GEO BOARD TRAIN

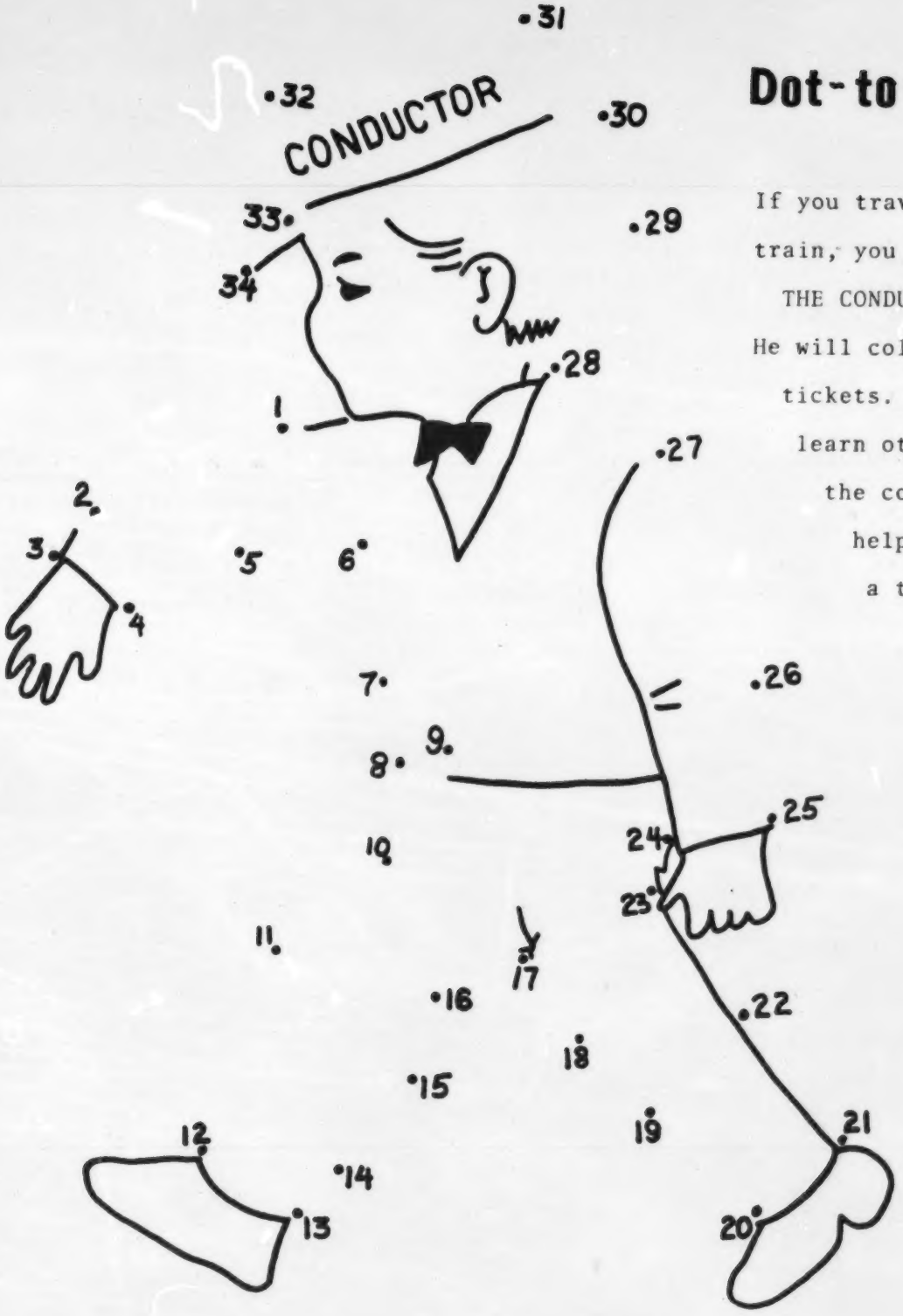


You need:

- -rubber bands
- -Geo Board

See if you can arrange the rubber bands to make the shape of a train engine.

Dot-to-Dot



If you travel on a train, you will see THE CONDUCTOR. He will collect your tickets. Can you learn other ways the conductor helps on a train?

INTRODUCTION TO HOPSCOTCH GAMES

OBJECT

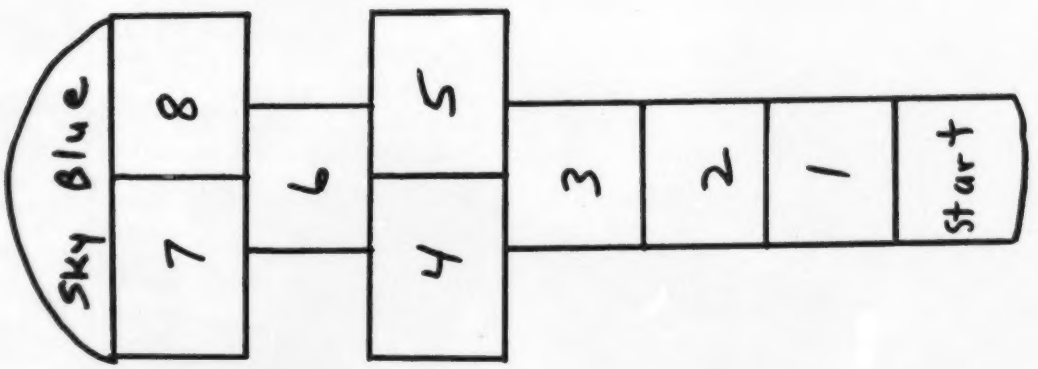
The object of most hopscotch games is to hop according to a certain pattern and pick up an object (small stone, key, piece of wood, etc.) which has been thrown into a certain spot. Players take turns, each one continuing until he/she misses. The one finishing first wins. A miss is counted when a player steps on a line, drops the object, fails to throw it in the correct spot, or steps in the area in which the object is placed.

VALUE OF HOPSCOTCH GAMES

The use of the foot and leg in hopping is valuable as an excercise for strengthening the heel tendons and the leg muscles. Stretching of the spine and development of the back muscles is secured by reaching over for the objects. Hopscotch also helps develop various other large muscles throughout the body and gives excellent practice in developing good balance, coordination, ability and stamina.

GENERAL RULES

1. The diagram on which the play takes place is drawn on the sidewalk with chalk or scratched on the ground with a stick, but best of all, painted on the hard surface of the school playground with paint. The spaces vary in size, but they are ample for the feet of the players as they hop from one space to another.



2. A small stone or other item, which the children call a "lager", is thrown or kicked into the spaces. It must not touch a line after it lands in the space, nor may it be touched by the player's foot unless it is when he/she kicks it as in some particular games. In kicking the lager out, it must go over the base line, otherwise it is a miss and puts the player out, as does putting both feet to the ground, unless the play permits it.

3. Changing from one foot to the other in hopping in any given play is a miss and puts the player out, as does putting both feet to the ground, unless that game permits it.

4. In some hopscotch games the player who completes the required play without missing may place his initials on any space he chooses. Therefore, he may rest in that space (place both feet on the ground) but when he continues, he must hop on the foot on which he began. All players may rest in the spaces in which their initials are written, but must hop over those spaces in which initials of other players are written.

5. Although there is no limit to the number of children who may play, hopscotch is usually played either by one player or by small groups of three or four players.

6. Children usually hop through the game on their best hopping foot, but it is advisable to challenge them to hop through the game first on one foot and then on the other. This will give them a more balanced excercise.

The following games can be used at all grade levels, but it is advisable to start out young pupils on the simple games which have a minimum of rules and do not require the hopping skills necessary as in some of the more advanced and complicated games. Increasingly difficult games may be introduced as the pupils gain proficiency in the basic skills.

AMERICAN HOPSCOTCH

Equipment - an object called a "puck" of any material and not exceeding 3" in length or width.

Object - To perform the stunts listed in the fewest possible trials. The play consists of tossing the puck into the areas of the court, following a definite order of progression. The puck is then retrieved by kicking it beyond the baseline, while performing a series of hops, jumps or steps.

Starting Position - The players stand on one foot in hopping position behind the baseline of the court, holding the puck in one hand.

Stunts - The following stunts are taken from the official rules as adopted by the National Recreation Association.

#1
A. Toss or drop puck into square #1.
B. Hop into square #2.
C. Take any number of hops in square without touching any line with hopping foot or any other part of the body before, during or after touching puck in square with hopping foot only.
D. Kick puck out of square over and beyond baseline.
E. Finally, hop out of square over and beyond baseline. Don't step out. If no error has been made, proceed to stunt #2.

#2
A. From starting position, toss puck into square #2.
B. Hop into square #1 and then into square #3.
C. Take any number of hops and kick puck in square directly beyond baseline.
D. Retrace course outward by hopping to square #1, then hopping beyond baseline. If no error has been made, proceed to stunt #3.

#3
A. From starting position, toss puck into triangle #3.
B. From this position, standing on one foot, leap into squares landing with right foot in #1 and left foot in #2 at the same time.

C. Jump from both feet and land on either foot in triangle.
D. When ready, after pushing or sliding puck with hopping foot, kick puck toward or beyond baseline. If it stops in a square of smaller number without resting on a line it must be retrieved as follows.
E. Return by leaping into squares 1 and 2 with right foot in #2 and left foot in #1 at the same time. If puck has only reached one of these squares raise either foot and, while hopping, kick puck out. Then hop beyond base line.

SKY BLUE

The court is approximately seven feet long and three feet wide at the widest point.

The player stands in the space marked "start" and throws his/her "lager" into the space marked #1, hops on one foot over #1 and lands in #2 (or hops into #1 and then into #2). He/she then hops into #3 and then lands on both feet - the left in #4 and the right in #5, hops on the foot on which he/she started hopping, into #6, and lands on both feet in #7 and #8. After hopping to "Sky Blue", he/she retraces his/her steps until he/she reaches #2 or #1, as has been agreed, and when he/she picks up his/her lager hops out over #1 into the space marked "start" or hops into #1 and then out. If he/she succeeds without missing, he/she places his/her initials in any space he/she chooses. Thereafter he/she may rest in that space but other players must hop over it. When all the players have had a turn at this play, the first one begins by throwing his/her lager into #2 and either hops from #1 to #3 or from #1 to #2 and continues as before. Thus the players in turn throw into spaces in numerical order and hop over the space in which the stone has been thrown into every space.

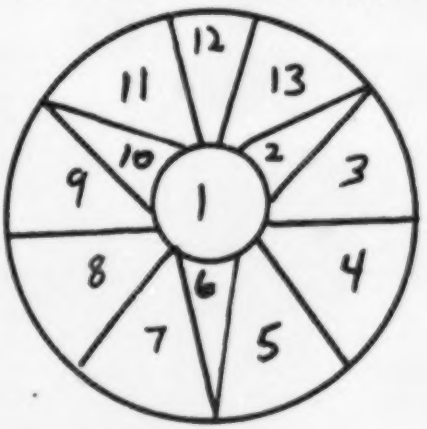
The aim of the game is to get one's initials in the most spaces.

REGULAR HOPSCOTCH

The object is thrown into #1. Players hop over #1 with both feet in #2 and #3, one foot in #4, both feet in #5 and #6, and one foot in #7. When he/she comes back in the same manner, he/she picks up the object and hops out. The same pattern is followed until the numbers have all been covered.

WHEEL

The diagram for this game is approximately four feet in diameter. The players hop in turn and from edge of the circle into #1, then #2, and from #2 to #3, and so on to #13 and out. If this is accomplished without missing, the player may placed his/her initials in any space he/she chooses and rest there on repititions of the play, while other players must hop over that space. The aim of the game is to get one's initials in the most spaces.



From: "HOPSCOTCH GAMES", Kern County Superintendent of Schools Office, Bakersfield, CA.

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES

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The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as define' in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

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